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ABSTRACT

The PAISC program provides support to schools enabling them to successfully implement discipline and early intervention dropout prevention programs. Selected characteristics of 15 sites in which the PAISC program has been implemented are described. This report details the way in which staff divided its time between implementing the components that make up PAISC: monitoring, assisting teachers, assisting students, preparing/reporting, and participating in training. A bar graph accompanies the discussion of each school's program characteristics. Schools range from high schools to middle schools to elementary schools. (SI)

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An Analysis of Time Utilization in Implementing Six Components in an Early Intervention Dropout Prevention Program

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EA 021 398

A Commissioned Study Prepared

by

Edward Simpkins

for

New Center Management Systems

November 1, 1989

Implementing the PAISC Program

Design and Purpose

The PAISC program was designed to provide selected Area A schools with additional support hopefully enabling those schools to cope more effectively with discipline problems. The expectation in the program design was that new resources funneled into selected schools would increase their ability to monitor corridors and classrooms, assist classroom teachers with their discipline problems and provide additional counseling or tutoring to those in need of it. An examination of employee

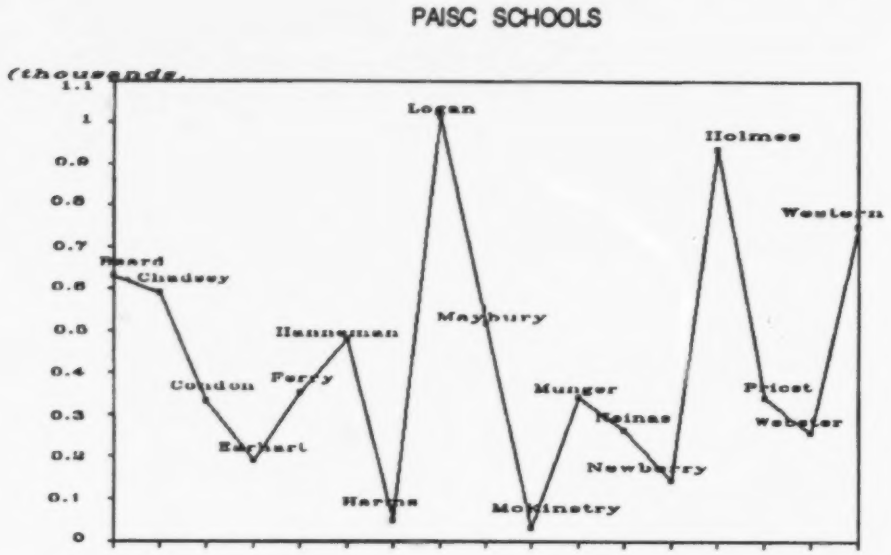

Fig.1 PAISC Schools: Total Program Hours

time reports shows that twenty-five per cent of the time and personnel allocated was used to monitor halls and classrooms. Sixteen per cent was used to provide direct assistance to teachers. Forty per cent of the personnel time was used to provide direct assistance to students in time-out rooms or in-school suspension rooms. That use enabled some tutoring, counseling and assessment of the affect which in-school suspension had on the youngster's conduct and attitude. When a youngster demonstrated readiness to return to his regular classroom the coordinator or principal arranged a final evaluation sometimes with a parent and the youngster. The program also provided for special training sessions for parents as well as counseling sessions for those whose youngsters were suspended.

The implementation activities of the PAISC program are sound. At Beard PAISC provided more than six hundred hours of added service. (See figure 7.) At Chadsey PAISC provided approximately six hundred hours of added service and at Condon more than three hundred hours. Hanneman, Logan, Maybury, Holmes and Western used between five hundred and a thousand added hours of service and with the exception of McKinstry and Harms the remaining schools used over one hundred hours of added service. Out of seventeen start up attempts, fifteen (88%) were successful.

This report highlights selected program characteristics at the various sites and details the way in which staff divided its time between implementing the components which make up PAISC: monitoring, assisting teachers, assisting students, preparing/reporting and participating in training.

Chadsey High School

Selected Characteristics of the Program at this Site

The in-school suspension program (Room 308) is monitored, during school hours, by at least two of six parent volunteers.

Students receiving in-school suspension are excluded from classes but may still be involved in structured learning activity. On the whole, the coordinator indicates, Chadsey has few behavioral problems. An average of two students are in the suspension center per day, and from one to four students are in the center per week for infractions such as skipping/truancy, or insubordination.

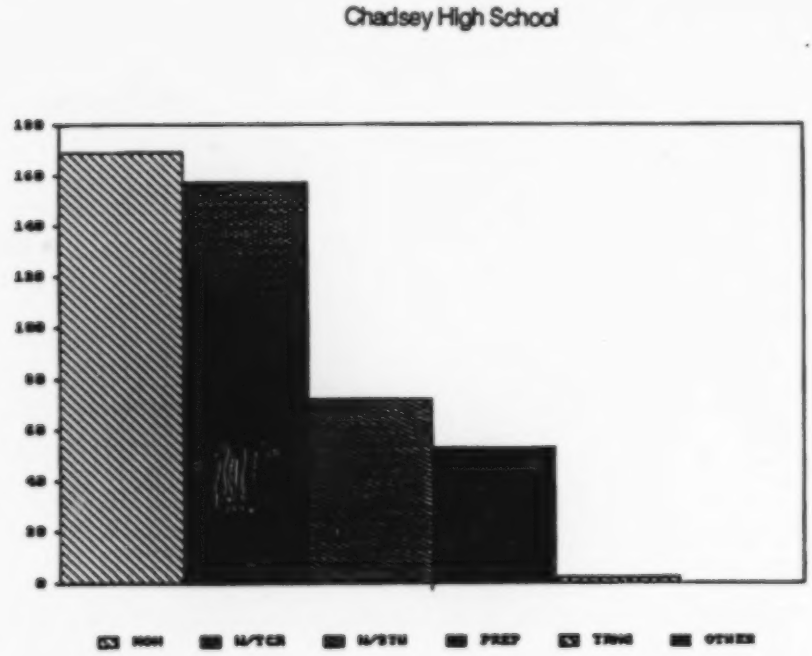

Fig.2 Chadsey: Allocation of Time among Six Activities

Chadsey's staff spent 169 hours in monitoring activities. One hundred fifty-seven hours were used in working with teachers and seventy-two hours in assisting students. Fifty-three hours were used in preparation and reporting and two hours in training.

Western High School

Selected Characteristics of the Program at this Site

Suspension is an automatic three day stay in the center. Suspended students' names are posted on the daily "Short Term Suspension List" with an "ISS" (In-School Suspension) noted. Students can return to class only with a "Reinstatement" slip, after a parent has attended the PAISC parenting in-service and after the student makes and signs a contract stating how his behavior will change. In addition there are four peer counselors/tutors from Western assigned to the suspension room.

There are four monitors, two in the morning and two in the afternoon. They are responsible for making sure that students sign in and out as well as for contacting teachers for assignments. There are books from each discipline in the suspension room so the monitors can assign course work when a student is without something to do. The monitors call parents and perform hall duty in front of the suspension room.

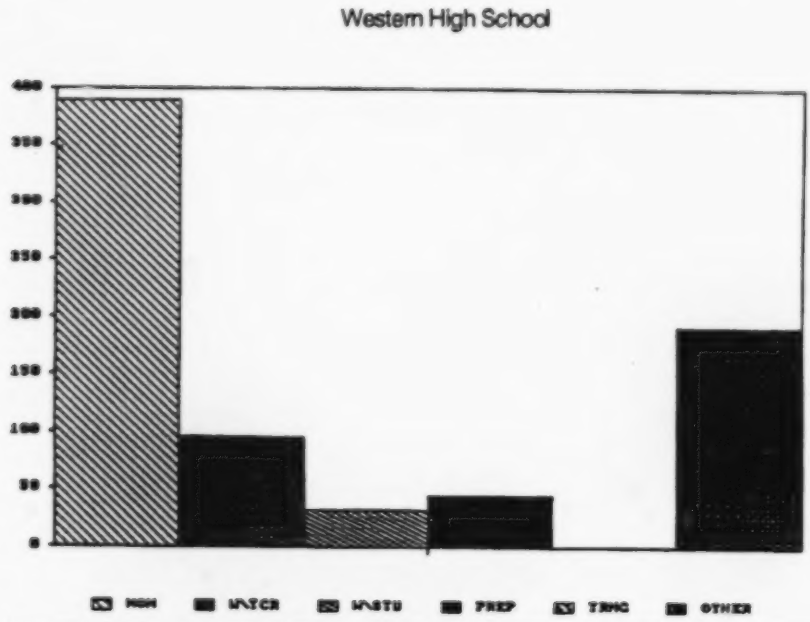

Fig.3 Western: Allocation of Time among Six Activities

Three hundred eighty-nine hours were spent in monitoring and ninety-four hours in assisting teachers. Seventy-five hours were spent with students or in preparation.

Condon Middle School

Selected Characteristics of the Program at this Site

Suspensions vary from one period a day to as many as five days. A file is kept in the Discipline Office for all students who have been suspended or received any disciplinary action. Some actions may simply result in a referral to PAR (Positive Action Room), others result in exclusion.

There is also a mentoring component at this site. When a student's suspension is over, he is matched with a mentor (a favorite teacher). The teacher-mentor observes the student's behavior and coaches and guides him if necessary.

So far, only one student is a repeater to PAR and he is awaiting testing for EMR. The student who remains out of trouble for two weeks after suspension receives a gift, usually a dictionary.

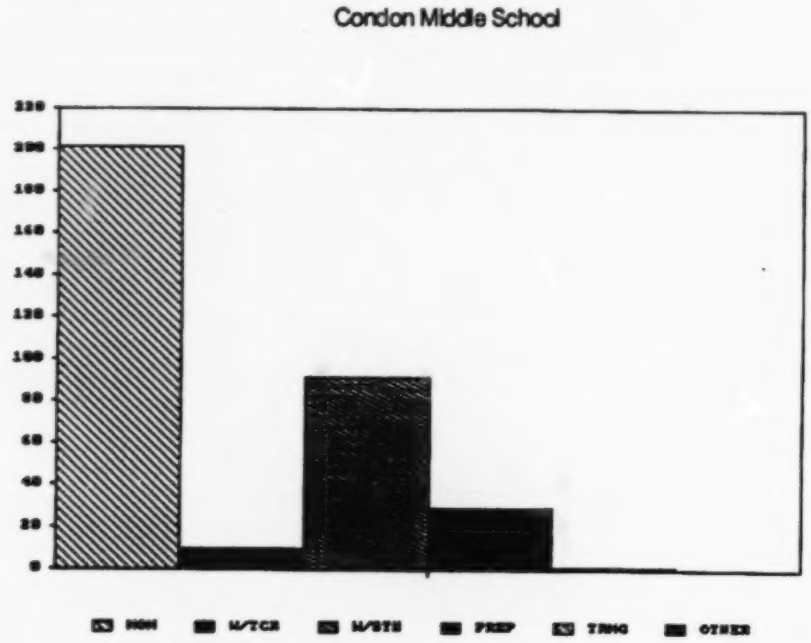

Fig.4 Condon: Allocation of Time among Six Activities

Earhart Middle School

Selected Characteristics of the Program at this Site

There are three community monitors and two alternates. Their schedules are staggered so that there are at least two adults in the room at a time.

The coordinator counsels suspended students discussing why the students were suspended and how to correct their behavior.

When the student commits an infraction, such as fighting or destruction of property, or verbal abuse, the teacher fills out a discipline referral form. This is sent to the office. The principal then decides if the student will be suspended and for how long. The minimum is one day and the maximum five. There is a sheet near the door with many signatures of students promising never to come back to the room. At first the maximum number of students allowed at a time was fifteen. Now the maximum is twelve. The room is available throughout the school day and the program includes all grades.

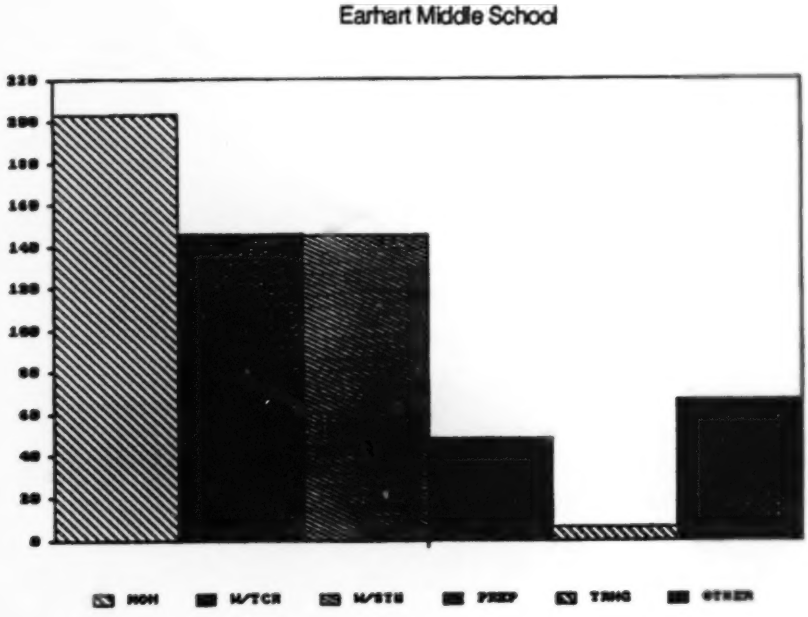

Fig.5 Earhart: Allocation of Time among Six Activities

Munger Middle School

Selected Characteristics of the Program at this Site

The student who is suspended from a particular class or classes is sent to the center during that class period and stays through that class only. Students who are suspended from all classes are in the center all day.

Students are referred to in-school suspension because of behavioral problems, or after receiving three detentions. The principal decides who gets in-school suspension and also determines when the suspension is over. Students remain suspended until a parent attends the PAISC parenting in-service.

Peer tutors from Chadsey High School are assigned to the Munger suspension program.

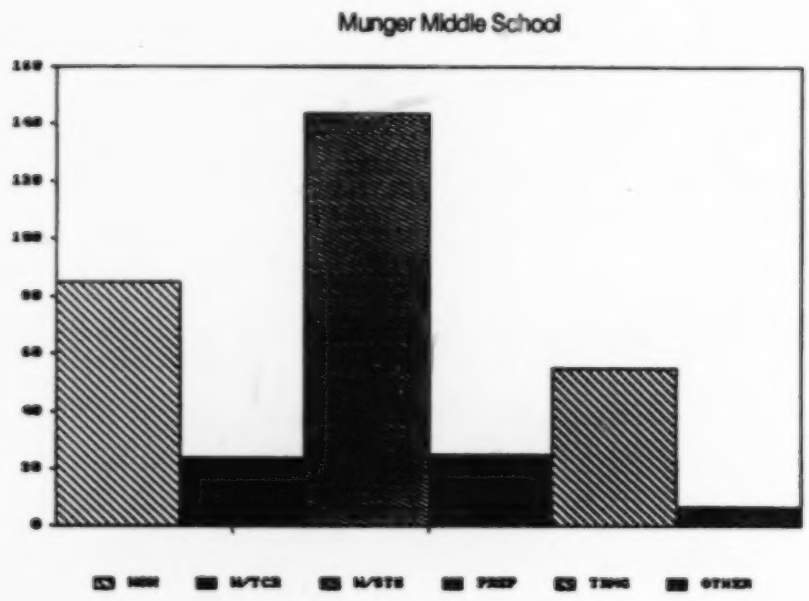

Fig.6 Munger: Allocation of Time among Six Activities

Beard Elementary School

Selected Characteristics of the Program at this Site

There is no in-school suspension room at Beard. Instead, suspended students are sent to other classrooms and students needing help are tutored in the hallways. Previously, suspended students were not sent to other classrooms, but directly home, if the problem was severe enough.

The time-out procedure operates as follows:

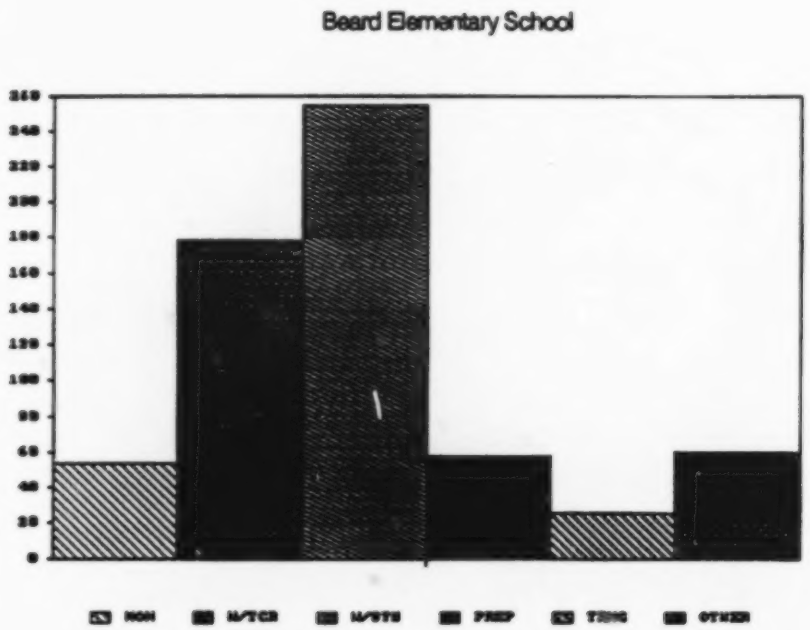

Fig.7 Beard: Allocation of Time among Six Activities

1. The first time a student misbehaves, his name is written on the board. Thereafter, a check mark is placed next to the name for each episode of insubordination.

2. When the student accumulates three check marks he is placed in time-out.

3. The student's teacher sends him to another classroom, usually a lower grade or one where he has no friends, and the second teacher is expected to accept that student.

4. If the behavioral problem is severe enough, the teacher calls the student's parents. Monitors do not call parents. The coordinator reports that parental involvement at Beard is excellent.

5. If the student does not correct his behavior, he is sent home.

Ferry Elementary School

Selected Characteristics of the Program at this Site

Ferry was not involved in the initial PAISC training sessions because it is not an Area A school. But the program attracted the attention and interest of the administration at Ferry and the model was implemented at this site quite successfully. The Ferry program is developing in a manner consistent with the program's overall objectives.

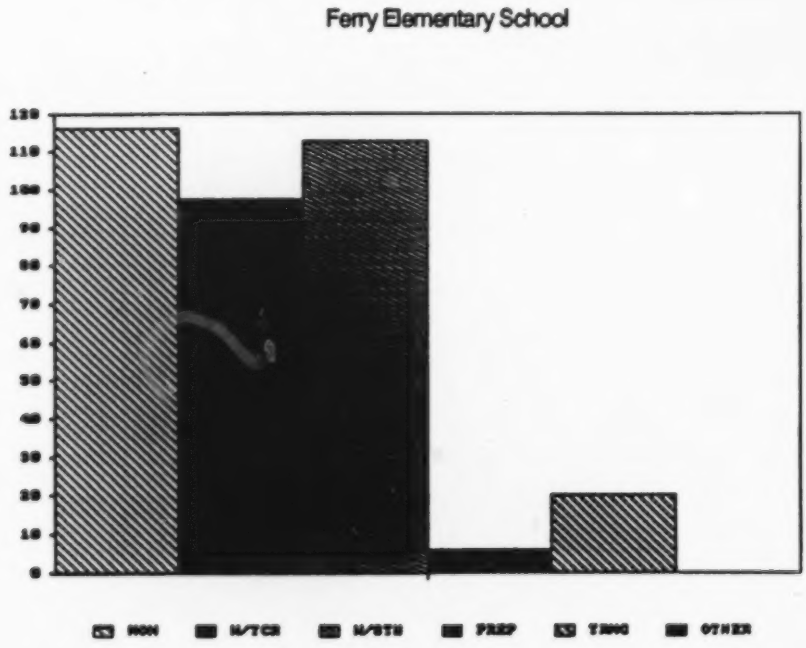

Fig.8 Ferry: Allocation of Time among Six Activities

Hanneman Elementary School

Selected Characteristics of the Program at this Site

Most students are referred for "time out" rather than for suspension. One staff member suggests that some students even "try to get into the PAISC room."

Disciplinary decisions are made by the principal or assistant. A folder with regular progress notations is kept for each student referred. There is also a log for indicating when the student arrives and leaves. The PCM keeps a behavioral update for each student on the black board. Comments are made hourly, e.g., student "writ-

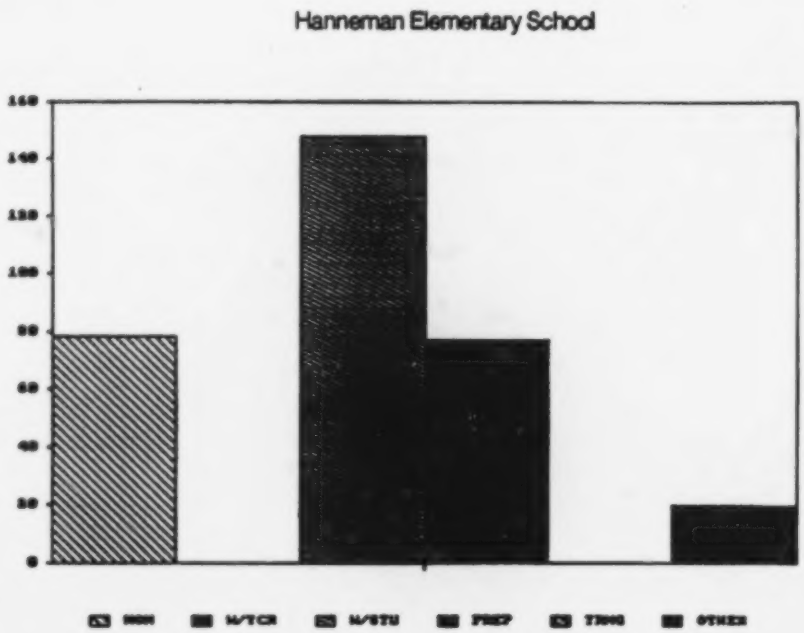

Fig.9 Hanneman: Allocation of Time among Six Activities

ing," "sitting quietly," etc. Comments are noted on 3x5 cards which serve as a cumulative record of the child's suspension experience.

O. W. Holmes Elementary School

Selected Characteristics of the Program at this Site

There is an advisory committee for the program. The committee consists of the principal and the coordinator. Staff includes four community monitors. One works full time and two alternate full time (two weeks on and two weeks off). A fourth substitutes as needed. There are two high school peer tutors who come in every afternoon for two hours. Two staff members are always in the room with the children.

The advisory committee reported that the disciplinary needs at Holmes did not warrant using all PAISC resources for in-school suspension. Instead, part of the program was directed at "at risk" students, defined by the coordinator as those who do not meet the criteria for other support programs.

When a student is assigned to the suspension room, for any reason, the monitors write down the name, the date, and the reason why the student is there. Comments on the student's suspension room behavior are also recorded. Monitors initial these

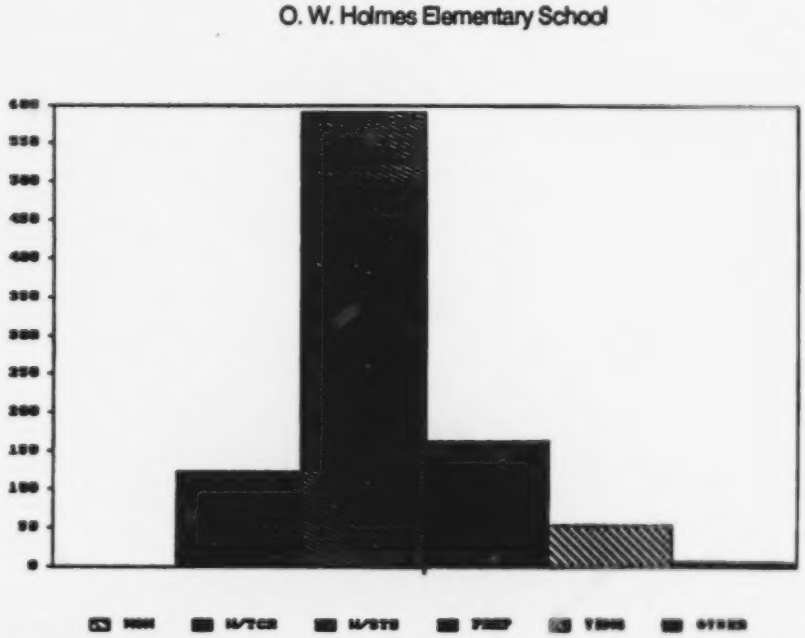

Fig.10 Holmes: Allocation of Time among Six Activities

reports. The sending procedure requires that monitors receive with the child the name of the teacher, the room number, the length of the suspension and the grade. The teacher also sends an assignment sheet.

Logan Elementary School

Selected Characteristics of the Program at this Site

The parents work in teams of two with one alternate. The parent monitors go to the classrooms and get the students who are assigned to the room for that period. A schedule is prepared listing students who are at risk and noting the time they are assigned to the tutoring experience in the PAISC room. Up to four students may be in the room at a time. The monitors keep records including dates of attendance, tasks

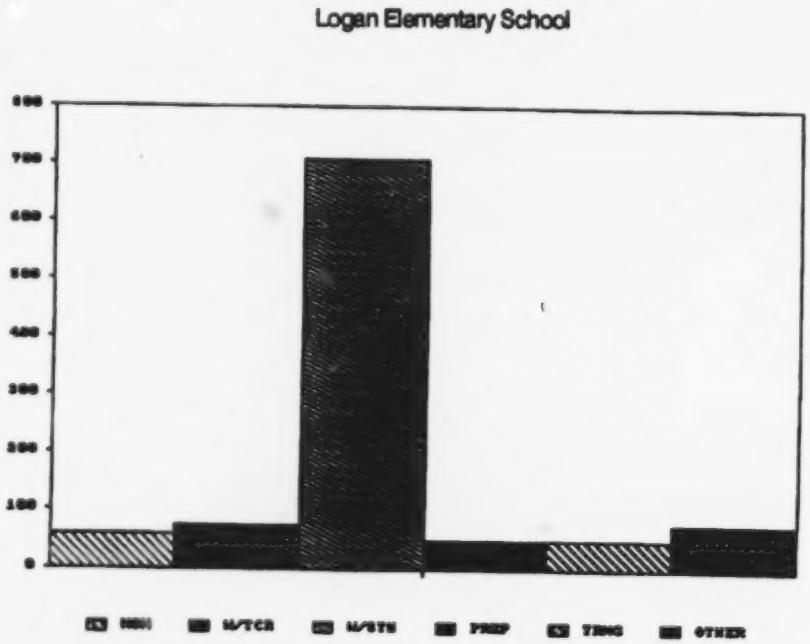

Fig.11 Logan: Allocation of Time among Six Activities

completed and comments. Some personal counseling occurs between students and PCMs. Students seem open to PCMs, the coordinator reports, because of the one-on-one attention. PCMs also make phone calls to parents.

Teachers can evaluate the success of the PAISC room by completing an evaluation form. Also there is a student progress report completed by the teacher and the

Teachers can evaluate the success of the PAISC room by completing an evaluation form. Also there is a student progress report completed by the teacher and the PCM, which is sent home with report cards. In addition the coordinator has an informal meeting with the PCMs each Friday.

Maybury Elementary School

Selected Characteristics of the Program at this Site

The advisory committee consists of the coordinator, the principal and another teacher, but the whole school staff has input.

Students may be sent to the PAISC room for "time out," which can be as short as one period such as lunch. The coordinator collects a daily running log from each teacher indicating which students were sent to the PAISC room for time out. In this

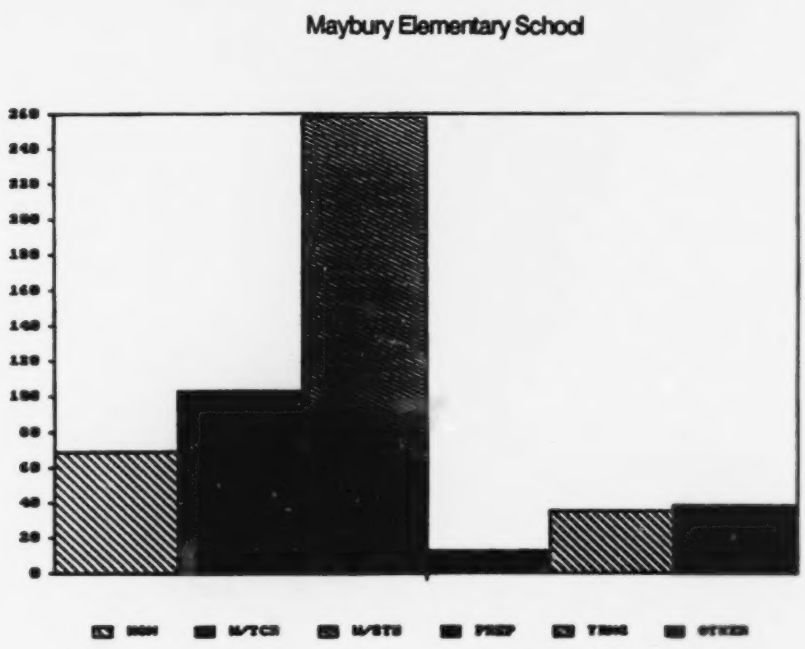

Fig.12 Maybury: Allocation of Time among Six Activities

way the coordinator can examine the reasons for teachers sending many children or the same child repeatedly to the PAISC room.

Suspension is longer than time out sometimes lasting up to five days.

Neinas Elementary School

Selected Characteristics of the Program at this Site

The in school suspension room is known as the "time out room." There are dividers around each desk which focuses attention to some extent. As many as ten children have been housed in the room at a single time.

There are three monitors with staggered schedules so at least one is available every day throughout the school day and there is one peer counselor, a high school student.

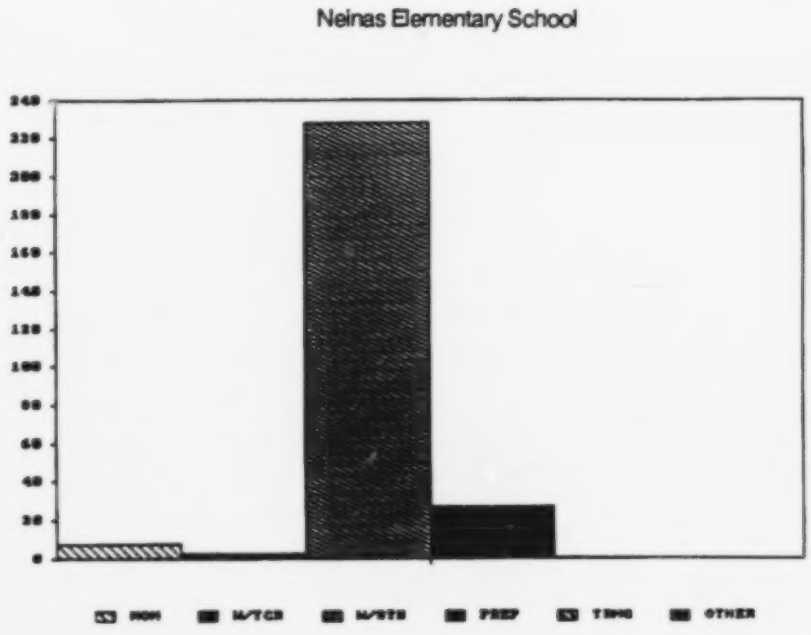

Fig.13 Neinas: Allocation of Time among Six Activities

Newberry Elementary School

Selected Characteristics of the Program at this Site

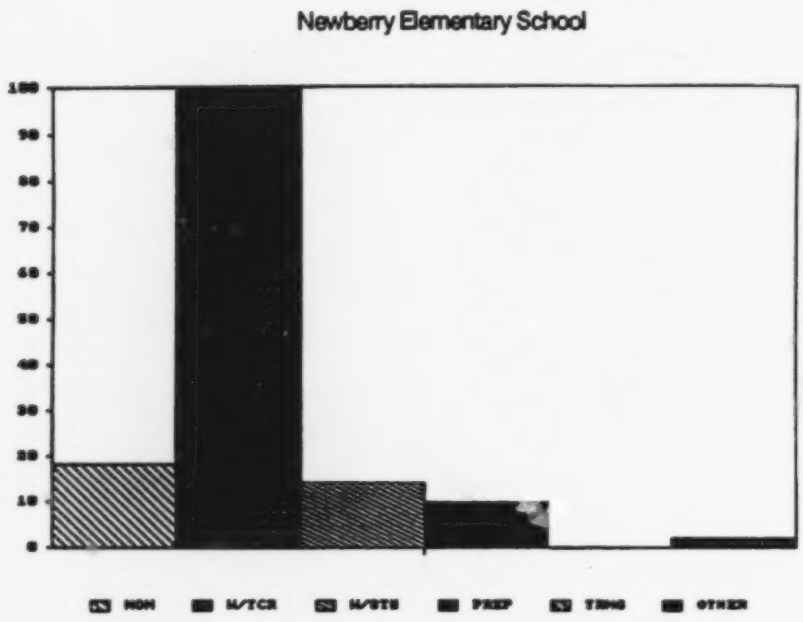

Fig.14 Newberry: Allocation of Time among Six Activities

Newberry staff spent a hundred hours working with teachers and forty-four hours divided among the other components. No training was provided to the staff in the first quarter of the program.

Priest Elementary School

Selected Characteristics of the Program at this Site

The principal or assistant principal makes disciplinary determinations and decides how many days the punishment lasts. Suspension varies from 1-3 days depending

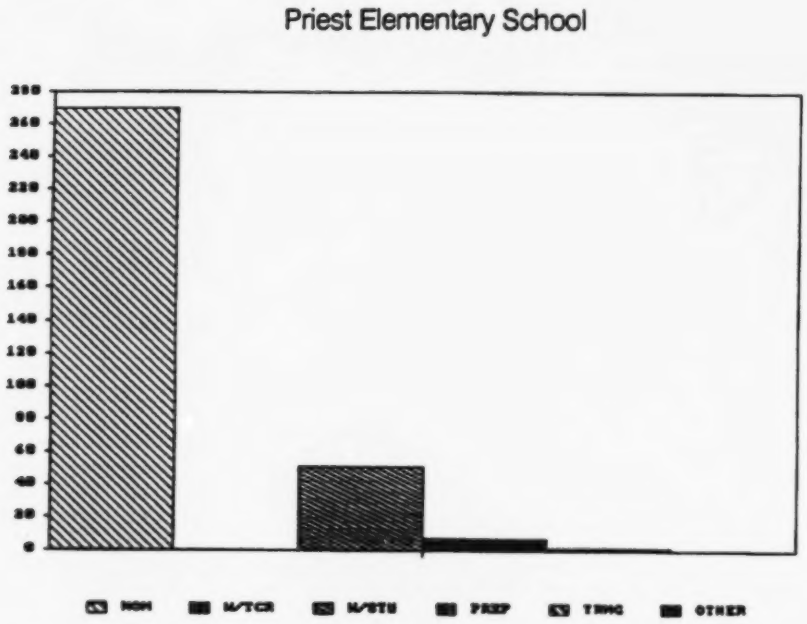

Fig.15 Priest: Allocation of Time among Six Activities

upon the incident. Parent community monitors (PCMs) are also lunch room aides. They are present in the building The fact that students know them is also regarded as an asset.

Suspension procedure begins with referral to the principal's office. An administrator determines the length of the suspension and parents and teachers are notified by phone and in writing. Parents are then asked to attend the parenting in-service sessions and are given the times and location of pending sessions.

Webster Elementary School

Selected Characteristics of the Program at this Site

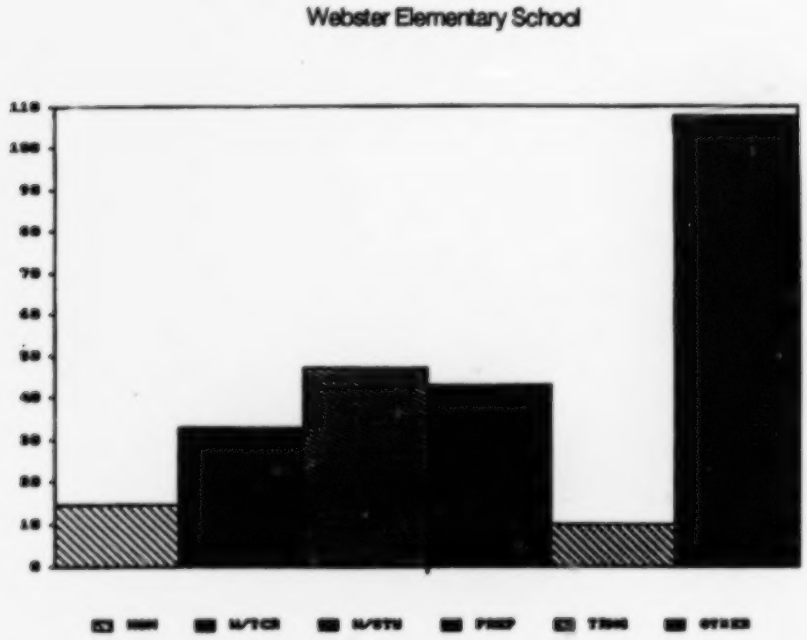

Fig.16 Webster: Allocation of Time among Six Activities

The in-school suspension room is known as the "intervention room," as it serves as both a suspension room and tutoring center. The intervention room's primary obligation is to children in suspension, which can last from one classroom period up to three days.

The Time-out Procedure

1. The teacher wishing to remove a student from her classroom because of disruptive behavior sends a "Discipline Referral Form" to the office. This form briefly describes the child's infraction.

2. Administrators decide whether the child should be sent to the intervention room for the duration of the suspension.

3. If the child is to go to the intervention room, the teacher gives the monitor or the peer counselor the student's assignment, which he must work on in the room. The monitor or the peer counselor supervises the child's activity but does not correct such assignments.

4. If the child lacks an assignment or finishes quickly, the monitor or peer counselor gives that student a project from the materials provided in the intervention room. The monitor or peer counselor then checks that work.

5. Usually the school counselor contacts the suspended student's parents, and she encourages the parents to attend the parenting classes held at Western and Holmes. Parent participation in the parenting sessions is not mandatory.